

# **INSTITUTIONAL EFFECTIVENESS REPORT**

**AUGUST 1, 2004**

**Home Page:** <http://www.octech.edu/about/IESummary.html>

**Prepared For:**

**The State Board for Technical and Comprehensive Education**

**The South Carolina Commission on Higher Education**

**Contact Person:** Walter Tobin, Vice-President for Academic Affairs  
**Tele.-(803) 535-1202 Fax (803) 535-1388 e-mail: tobinw@octech.edu**

## **Table of Contents**

<b>Introduction.....</b>	<b>4</b>
--------------------------	----------

### **Majors or Concentrations**

<b>Associate Degree Nursing .....</b>	<b>6</b>
<b>Accounting .....</b>	<b>7</b>
<b>General Business .....</b>	<b>7</b>
<b>Office Systems Technology .....</b>	<b>8</b>
<b>Academic Advising.....</b>	<b>9</b>

### **Tables**

<b>Programs Eligible for Accreditation and Programs Accredited .....</b>	<b>10</b>
<b>Results of Professional Examinations.....</b>	<b>14</b>
<b>Student Success of Transfer Students to Four Year Colleges .....</b>	<b>16</b>

## ORANGEBURG-CALHOUN TECHNICAL COLLEGE

### INSTITUTIONAL EFFECTIVENESS REPORT

**AUGUST 1, 2004**

The mission of Orangeburg-Calhoun Technical College is to provide quality and affordable, comprehensive education programs that will have a positive social and economic impact on the lives of the citizens of Orangeburg and Calhoun Counties and the State of South Carolina.

Following the College's published Institutional Effectiveness Four-Year Assessment Cycle, the College is committed to planning, assessment, and improvement within the programs and services offered at the College. Assessments, both formative and evaluative, are used. Policies and procedures are in place to ensure that those businesses and industries located within the College service area have the opportunity to provide input in developing and revising academic programs.

Orangeburg-Calhoun Technical College is committed to meeting the economic development needs for a technologically skilled workforce through academic programs and Continuing Education offerings. Policies and procedures include: Industry Needs Assessment, Academic Advisory Committees for each academic program, Southern Association of Colleges and School's Academic and Technology Requirement, Annual State Board for Comprehensive and Technical Education's Program Evaluation, Employer and Alumni Surveys, and DACUM (Developing a Curriculum) Workshops to receive consistent and updated recommendations. Academic Programs hold annual Academic Advisory Committee meetings. Regular meetings are held with Economic Development Boards in Calhoun and Orangeburg Counties, Chamber of Commerce in Calhoun and Orangeburg Counties, and the Tri-County Chamber. The College's Continuing Education Division visits companies on a regular basis for formal and informal evaluation of technology training and professional development needs of the area. The College President holds regular meetings with the Director of Special Schools to keep abreast of changing technologies in business and industry and the needs of prospective industries. As some industries are downsizing or closing, the service area has been fortunate in having several new industries locate here.

The Gressette Learning Resource Center supports the mission of Orangeburg-Calhoun Technical College by providing current published literature, electronic databases, professional journals, and Internet resources for students at the College. These resources are also available to the citizens and businesses in our community. The library staff assists its patrons in developing research skills needed to stay abreast of current trends in business and industry and changes in the economic environment.

The August 2004 Institutional Report covers Associate Degrees and Specializations for

## the following **Academic Programs:**

Associate Degree Nursing

Accounting

General Business

Office Systems Technology

Academic Program Assessments conducted:

- The State Board for Technical and Comprehensive Education's Annual Program Review
  - Student Evaluation of Instruction
  - DACUM (Developing a Curriculum) Student Competency Profiles
    - Advisory Committee Meetings and Surveys
      - Employer Surveys
      - Alumni Surveys
    - National Accrediting Boards
- In house statistical analysis of the number of students enrolled, retained, graduated, withdrawn, failed, employed, faculty loads, and staff support.

## **MAJORS**

### **ASSOCIATE DEGREE NURSING**

The Associate Degree Nursing Program of Orangeburg-Calhoun Technical College mission is to prepare competent and accountable Associate in Health Science Registered Nurses to practice in beginning level positions in acute, chronic, and community health care settings.

The program is Competency-Based Education including Humanities and Scientific Foundation for Human Caring from the simple to complex that is broken into four quadrants, Nursing Competencies, Nursing Knowledge, Professional Nursing Values, and Nursing Role Development.

Program planning initiatives include, but are not limited to, meeting the criteria for accreditation with the National Council Licensure Exam for Registered Nurses (NCLEX—RN), State Nursing Association, and addressing the Local Advisory Committee, DACUM Workshop Panelists, Graduate Advisory Panels concerns, Employer Satisfaction and Graduate Surveys. The curriculum is evaluated through Admission, Retention, and graduate Data.

<b><u>FINDINGS</u></b>	<b><u>ACTIONS</u></b>	<b><u>RESULTS</u></b>
Eight Year average of 94% of students passing the NCLEX-RN	Continue to assess the competencies changes and adjust curriculum.	2003-04 results were 97.6%.
The Health Science Media Center is fully equipped with updated technologies and with resource materials.	Continue to evaluate the resources/technology on an annual basis.	The Regional Medical Center continues to strongly support the program. Generous scholarship contracts to students completing the first year.
Each student has a comprehensive exposure plan.	Students are able to conduct ongoing evaluations of their success.	During the 2003 and 2004 graduation, 14 minority students were recognized.
100% of Employer responses were rated as better than expected in the role of provider care.	Continue to solicit input from employers.	
100% of graduates rated their competency level with other graduates as good.	Continue to use ERI level testing, NLN Achievement, and Mosby ASSET Test scores.	
Admission, retention, and graduation rates are at state and national norms.	Use feedback from student exit interviews.	
Pharmacology course inconsistent with number of credit allocation.	Changes were made to meet guidelines.	
Previously the program has had very small numbers of minority students.	Strong recruiting initiative for minority students. Received grant to provide extra tutoring for minorities.	
The program was granted an eight year reaccreditation in 2004.		
Three students were recognized for		

excellence on the California Critical Thinking Test.		
Students excelled on the Work Keys tests in reasoning and communication.		

## **BUSINESS CLUSTER**

The Business Cluster consisting of Accounting, Automated Office, General Business, Office Systems, and Computer Technology was accredited by the Association of College Business and School Programs (ACBSP) in 1998. During the initial application and subsequent self study of the programs, an emphasis was placed upon the credentials of faculty and the support of the programs from the College and Community. The recently submitted action plan for the coming year focused on planning extensive student learning and assessment processes which include presently used measures of job placement, follow-up of graduates, student and employer satisfaction surveys. Portfolios and work samples will be required.

### **ACCOUNTING**

<b><u>FINDINGS</u></b>	<b><u>ACTIONS</u></b>	<b><u>RESULTS</u></b>
Accounting Program is a very comprehensive program of study and graduates enjoy a high rate of employment.	Continue to assess the program through the listed processes.	
Internships should be pursued for students.	Have developed a Simulated Office for students to get real world experience through the Capstone course. Course outlines have been developed.	Students have responded well to the changes in the Capstone Course.
Recommended that Corporate Tax be eliminated from the program.	Dropped from the curriculum and more time spent on accounting software.	
Recommended that Accounting be offered on a Saturday	Accounting was offered one semester.	Enrollment did not support the class.
The Accounting program has had several personnel changes over the last three years due to coordinators moving from the areas.	In summer 2004, a new coordinator was hired.	
Graduates from the programs continue to enjoy a high rate of employment		

### **GENERAL BUSINESS**

<b><u>Findings</u></b>	<b><u>Actions</u></b>	<b><u>Results</u></b>
Students scored above average on Work Keys Math and Communication skills tests.	Tests were provided to students through Perkins Grant Funds	Any areas of weakness were shared with the math and communication department.

All students would have qualified for employment per the standards.		
Customer Service enhancement was identified as a weakness	Additional case studies and required participation in projects have been added to curriculum	
Soft Skills are weak	A specific set of soft skills criteria have been added.	
Critical Thinking not practiced enough	Decision making software and Personal Finance were added to the curriculum. Web Site development was also incorporated into program.	
Need for Internships	A Simulated Office and Conference Center was put into place. As part of the Capstone Course, mission statements, policies and procedures, and employee manuals are developed for businesses.	Students have a better understanding of what the expectation for them will be as well as the overall picture of what is taking place in a business.
ACBSP is now requiring extensive Quality Enhancement and Improvement: Behavioral and Student Learning Outcomes Plan.	A comprehensive student learning outcomes plan has been submitted to ACBSP and will be implemented over the next two years.	

### **OFFICE SYSTEMS TECHNOLOGY**

<b><u>Findings</u></b>	<b><u>Actions</u></b>	<b><u>Results</u></b>
Automated Office, a diploma program, did not offer courses that would articulate into the Office Systems Technology Program.	The curriculum was changed so that all OST courses would articulate	The competency level of the AO graduates increased, bringing the employment rate higher as well as becoming a feeder for the OST program.
Students are having difficulty in meeting all the time writing requirements.	A grade of CF was implemented. Faculty are holding office hours in the new Tourville Lab to tutor students. The new lab also has enhancement software for keyboarding as well as other computer programs.	At this time, we are unable to assess whether these changes have affected the grades of students in the program.
Students reported that the simulation classes through the Simulated Office have been most beneficial.	More hands on and simulations and case studies are being implemented into all courses in the program.	
All computer labs were	The College program remains	Students enter the workforce

upgraded to Windows XP.	current with business	with up to date technology skills.
-------------------------	-----------------------	------------------------------------

## ACADEMIC ADVISING

As reported in 2000, Academic Advisement was considered an area of concern for the college. The concern was the overall retention rate of students. However, after the extensive studies by SBTCE and CHE, The College was found to rate exceptionally well in comparison to other colleges and specifically the two-year public nonresident. There was one college that rated above the 59.46% retention of minority students. This college serves a predominately minority population. Using the Tech Academic Affairs report, July 2004, only two colleges exceeded the 55% fall 2001 to 2002 retention rate of Orangeburg-Calhoun Technical College.

<b><u>FINDINGS</u></b>	<b><u>ACTIONS</u></b>	<b><u>RESULTS</u></b>
2000 advisement process problems included registering students without proper prerequisites and an increase in the number of nursing and health science programs applications.	Staff schedules regular Advisor Workshops in accessing the Student Information System. An Academic Advisor was hired to coordinate the Student Advising Services. A part-time faculty was hired to advise students entering the health fields.	896 students were served between September 2002 and May 2003. The NET and HOBET enabled students to receive scores immediately.
Individual counseling for health science students required an extreme amount of time.	Mandatory group health applicant workshops were implemented. Computerized testing using NET and HOBET was begun.	Students are better served and the process has reduced waiting time to see admissions staff.
2000-2004	<p>A full time Academic Advisory Center with 1.5 FTE was opened in fall 2003. The Center's main charge has been to advise and plan a curriculum model for students entering the health science programs as well as Pre-Health Science.</p> <p>Students have access to the WEB Advisor system and receive training on the use as they enter the College.</p> <p>Campus Cruiser is also available for student email enabling them to communicate with their advisors on line.</p>	<p>During pre-registration and heavy use times, faculty from all areas of the College rotate through to assist the other staff members.</p> <p>Fewer students are trying to enter the programs without the needed perquisite and retention rates in the associate degree programs has begun to increase considerably.</p> <p>Students can find curriculum displays of interest, determine what courses are offered per semester, and whether there is an opening in the sections. The number of students using the system is still small.</p>
Inconsistency of advising for Tech on Line courses.	The Dean of The Learning Resource Center serves as an on-line liaison and advisor for students who are looking for non-traditional courses.	<p>Has not been assessed.</p> <p>Retention rates have not been studied since the service has</p>



		been provided.
--	--	----------------

# ORANGEBURG-CALHOUN TECHNICAL COLLEGE

**Institution: Orangeburg-Calhoun Technical College**

## LIST OF NATIONAL INSTITUTIONAL AND SPECIALIZED ACCREDITING BODIES RECOGNIZED BY THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

These agencies and areas may also be found on the CHE's website at:

<http://www.che.sc.gov/web/Academic/Accrediting%20Agencies%20Recognised%20by%20CHE.htm>

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
American Assembly of Collegiate Schools of Business - International Association for Management Education	An institution may be accredited by the AACSB <i>or</i> the ACBSP					
Business (BUS)- Baccalaureate, Masters', and Doctoral degree programs in business  administration and management						
Business (BUSA)- Baccalaureate, Masters', and Doctoral degree programs in accounting						
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.						
Engineering (ENG)- Baccalaureate and  master's level programs in engineering						
Engineering-related						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
(ENGR) – Engineering related programs at the baccalaureate level						
Engineering Technology (ENGT) – Associate  and baccalaureate degree programs in  engineering technology	1	1				
ACCREDITING COMMISSION ON EDUCATION FOR HEALTH SERVICES ADMINISTRATION						
Health Services Administration HSA) Graduate programs						
ACCREDITING COUNCIL ON EDUCATION IN JOURNALISM AND MASS COMMUNICATIONS						
Journalism and Mass Communication  (JOUR) - Units within institutions offering  professional undergraduate and graduate  (master's) degree programs						
AMERICAN ASSOCIATION FOR MARRIAGE AND						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
<b>FAMILY THERAPY</b>						
<b>Marriage and Family Therapy (MFTC) -</b> Clinical training programs						
<b>Marriage and Family Therapy (MFTD) -</b> Graduate degree programs						
<b>AMERICAN ASSOCIATION OF FAMILY AND CONSUMER SCIENCES (AAFCS)</b>						
<b>Home Economics -</b> Baccalaureate programs						
<b>AMERICAN ASSOCIATION OF NURSE ANESTHETISTS</b>						
<b>Nurse Anesthetists (ANEST) - Generic nurse</b>  anesthesia education programs/schools						
<b>AMERICAN BAR ASSOCIATION</b>						
<b>Law (LAW) - Professional schools</b>						
<b>AMERICAN BOARD OF FUNERAL SERVICE EDUCATION</b>						
<b>Funeral Service Education (FUSER)</b>  Independent schools and collegiate  departments						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
<b>AMERICAN COLLEGE OF NURSE MIDWIVES</b>						
<b>Nurse Midwifery (MIDWF)</b> - Basic certificate and basic master's degree program						
<b>AMERICAN COUNCIL FOR CONSTRUCTION EDUCATION</b>						
<b>Construction Education (CONST)</b> - Baccalaureate degree programs						
<b>AMERICAN COUNCIL ON PHARMACEUTICAL EDUCATION</b>						
<b>Pharmacy (PHAR)</b> - Professional degree programs						
<b>AMERICAN COUNSELING ASSOCIATION</b>						
<b>Counseling</b> - Masters and Doctoral level programs						
<b>AMERICAN CULINARY FEDERATION EDUCATIONAL INSTITUTE</b>						
<b>Culinary Arts (CUL)</b> - postsecondary programs which award certificates, diplomas, or associate degrees in culinary arts and food services management						
<b>AMERICAN DENTAL ASSOCIATION</b>						
<b>Dental Assisting (DA)</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program			Date agency/area added to CHE List
			(if program not fully accredited-do not complete if fully accredited)	Year program added at institution	Institution has chosen NOT to seek accreditation for this program	
Dental Hygiene (DH)						
Dental Laboratory Technology (DT)						
Dentistry (DENT) - Programs leading to the D.D.S. or D.M.D. degree advanced general dentistry and specialty programs, and general practice residency programs						
AMERICAN DIETETIC ASSOCIATION, THE						
Dietetics (DIET) - Coordinated undergraduate programs						
Dietetics (DIETI) - Post baccalaureate internship programs						
AMERICAN LIBRARY ASSOCIATION						
Librarianship (LIB) - master's program leading to the first professional degree						
AMERICAN MEDICAL ASSOCIATION COUNCIL ON MEDICALEDUCATION AND ASSOCIATION OF AMERICAN MEDICAL COLLEGES, LIAISON COMMITTEE ON MEDICAL EDUCATION						
Medicine (MED) - Programs leading to the M.D.  M.D. degree						
AMERICAN						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
<b>OCCUPATIONAL THERAPY ASSOCIATION</b>						
<b>Occupational Therapist (OT)</b>						
<b>Occupational Therapy Assistant (OTA)</b>						
<b>AMERICAN PHYSICAL THERAPY ASSOCIATION</b>						
<b>Physical Therapy (PTAA)</b> - Programs for the physical therapist assistant						
<b>Physical Therapy (PTA)</b> - Professional programs for the physical therapist						
<b>AMERICAN PSYCHOLOGICAL ASSOCIATION</b>						
<b>Clinical Psychology (CLPSY)</b> - Doctoral programs						
<b>Counseling Psychology (COPSY)</b> - Doctoral programs						
<b>Professional Psychology (IPSY)</b> - Predoctoral internship programs						
<b>Professional/Scientific Psychology (PSPSY)</b> - Doctoral programs						
<b>School Psychology (SCPSY)B</b> - Doctoral programs						
<b>AMERICAN SOCIETY OF LANDSCAPE ARCHITECTS</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
<b>Landscape Architecture (LSAR)</b> - Baccalaureate and master's programs leading to the first professional degree						
<b>AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION</b>						
<b>Audiology (AUD)</b> - Graduate degree programs						
<b>Speech-Language Pathology (SP)</b> - Graduate degree programs						
<b>AMERICAN VETERINARY MEDICAL ASSOCIATION</b>						5/1998
<b>Veterinary Medicine</b> - Programs leading to a D.V.M. or D.M.V. degree						5/1998
<b>ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS</b>	<i>An institution may be accredited by the ACBSP <b>or</b> the AACSB</i>					
<b>Business (BUAD)</b> - Associate degree programs in business and business-related fields	4	4				
<b>Business (BUBD)</b> - Baccalaureate degree programs in business and business-related fields						
<b>Business (BUMD)</b> - Master degree programs in business and business-related fields						
<b>COMMISSION ON ACCREDITATION OF</b>						



ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
<b>ALLIED HEALTH EDUCATION PROGRAMS</b>						
<b>Cytotechnologist (CYTO)</b>						
<b>Diagnostic Medical Sonographer (DMS)</b>						
<b>Electroneurodiagnostic Technologist (ENDT)</b>						
<b>Emergency Medical Technician-Paramedic (EMTP)</b>						
<b>Histologic Technician/Technologist (HT)</b>						
<b>Joint Review Committee - Athletic Training (JRC- AT)</b>						11/1999
<b>Medical Assistant (MA)</b>	1	1				
<b>Medical Records Administrator (MRA)</b>						
<b>Ophthalmic Medical Assistant (OMA)</b>						
<b>Perfusionist (PERF)</b>						
<b>Physician Assistant (PA) - Assistant to the primary care physician</b>						
<b>Respiratory Therapist (REST)</b>						
<b>Respiratory Therapy Technician (RESTT)</b>	1	1				
<b>Specialist in Blood Bank Technology (SBBT)</b>						
<b>Surgeon's Assistant (SA)</b>						
<b>Surgical Technologist (ST)</b>						
<b>COMMISSION ON COLLEGIATE NURSING EDUCATION</b>						11/1999

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program			Date agency/area added to CHE List
			(if program not fully accredited-do not complete if fully accredited)			
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
(CCNE)						
Nursing - Baccalaureate-degree nursing education programs						11/1999
Nursing - Graduate-degree nursing education programs						11/1999
COMMISSION ON OPTICIANRY ACCREDITATION						
Opticianry (OPLT) - 1-year programs for the ophthalmic laboratory technician						
Opticianry (OPD) - 2-year programs for the ophthalmic dispenser						
COMPUTING SCIENCE ACCREDITATION BOARD, INC.						
Computer Science (COMP) - Baccalaureate programs in computer science						
COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATION PROGRAMS (CACREP)						5/1998
Masters degree programs to prepare individuals for community counseling, mental health counseling, marriage and family counseling, school counseling, student affairs practice in higher education, and Doctoral-level programs in counselor						5/1998

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
education and supervision.						
<b>COUNCIL ON EDUCATION FOR PUBLIC HEALTH</b>						
<b>Community Health Education (CHE)</b> - Graduate programs offered outside schools of public health						
<b>Community Health/Preventative Medicine (CHPM)</b> - Graduate programs offered outside schools of public health						
<b>Public Health (PH)</b> - Graduate schools of public health						
<b>COUNCIL ON REHABILITATION EDUCATION (CORE)</b>						9/1999
<b>Rehabilitation Counseling</b>						9/1999
<b>COUNCIL ON SOCIAL WORK EDUCATION</b>						
<b>Social Work (SW)</b> - Baccalaureate and master's degree programs						
<b>FOUNDATION FOR INTERIOR DESIGN EDUCATION RESEARCH</b>						
<b>Interior Design (FIDER)</b> - 2-year pre-professional assistant level programs(certificate and associate degree); first						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
professional degree level programs (master's and baccalaureate degrees and 3-year certificate); and post professional master's degree programs						
<b>JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY</b>						
<b>Radiologic Technology (RAD)</b> - Programs for radiographers (Diploma, associate, baccalaureate programs)	1	1				
<b>Radiologic Technology (RADTT)</b> - Programs for radiation therapists (Diploma, associate, baccalaureate programs)						
<b>JOINT REVIEW COMMITTEE ON EDUCATIONAL PROGRAMS IN NUCLEAR MEDICINE TECHNOLOGY</b>						
<b>Nuclear Medicine Technologist (NMT)</b> - Programs for the nuclear medicine technologist						
<b>NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
<b>Clinical Laboratory Technician/Medical Laboratory Technician (MLTC) - Certificate program</b>						
<b>Clinical Laboratory Technician/Medical Laboratory Technician (MLTAD) - Associate's degree</b>	1	1				
<b>Clinical Laboratory Science/Medical Technology (MT) - Professional programs (Baccalaureate and master's level)</b>						
<b>NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES</b>						
<b>Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts &amp; sciences</b>						
<b>NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.</b>						
<b>Architecture (ARCH) - first professional degree programs</b>						
<b>NATIONAL ASSOCIATION OF INDUSTRIAL TECHNOLOGY</b>						
<b>Industrial Technology</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
(INDT) - Baccalaureate degree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF ART AND DESIGN</b>						
<b>Art &amp; Design (ART)</b> - Degree-granting schools and departments and nondegree-granting schools						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF DANCE</b>						
<b>Dance (DANCE)</b> - Institutions and units within institutions offering degree- granting and nondegree- granting programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC</b>						
<b>Music (MUS)</b> - Baccalaureate and graduate degree programs						
<b>Music (MUSA)</b> - Community and junior college programs						
<b>Music (MUSN)</b> – Nondegree programs						
<b>NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION</b>						
<b>Masters of Public Administration (MPA)</b>						7/2002
<b>NATIONAL</b>						

ACCREDITING AGENCIES AND AREAS	Accreditable Program	Fully Accredited Program	Details on Program  (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accreditation Expected  (if known)	
<b>ASSOCIATION OF SCHOOLS OF THEATER</b>						
<b>Theater (THEA) -</b> Institutions and units within institutions offering degree- granting and/or nondegree- granting programs						
<b>NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION</b>						
<b>Teacher Education (TED)</b> - Baccalaureate and graduate programs for the preparation of teachers and other professional personnel for elementary and secondary schools						
<b>NATIONAL LEAGUE FOR NURSING, INC</b>						
<b>Nursing (PNUR) -</b> Practical nursing programs	1	1				
<b>Nursing (ADNUR) -</b> Associate degree programs	1	1				
<b>Nursing (DNUR) –</b> Diploma programs						
<b>Nursing (NUR) -</b> Baccalaureate and higher degree programs						
<b>SOCIETY OF AMERICAN FORESTERS</b>						
<b>Forestry (FOR) -</b> Programs leading to a bachelor's or higher first professional degree						

**Total**

\_\_\_11\_\_\_\_\_ \_11\_\_\_\_\_

*This information to be used as a base for performance indicator 3D*



Institution:

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

RESULTS OF PROFESSIONAL EXAMINATIONS

*Applicable to all sectors – Measured for April 1, 2003-March 31, 2004*  
*2004*

*Due August 1,*

According to Section 59-101-350, the Commission is responsible for collecting “student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam” from four- and two-year institutions to be included in the annual report to the General Assembly. The Commission on Higher Education also uses this information as the primary source with which to fulfill requirements in Section 59-103-30 for performance funding to collect information on Instructional Quality and Graduates’ Achievements by looking at the scores of graduates on post-undergraduate professional, graduate, or employment-related examinations and certification tests.

Past committee work and the development of performance funding have defined the collection of this information to include only first-time test takers (except the teacher education exams at four-year institutions, which include all test takers) for those students who completed an examination during the period of **April 1, 2003 through March 31, 2004**. The following list displays the exams that each sector has reported in the past. Please use this list as a guide for the exams you report this year on the table provided.

In addition to this information, the Commission is interested in collecting supporting data for other exams that **may** be used in the IE and performance funding processes. These exams were identified in a meeting with institutional, Commission staff, and State Tech Board representatives in 1999 for possible inclusion in these data collection efforts. As we continue to look closer at performance indicator 7D and through data verification efforts, we are interested in more detailed information that could affect the inclusion of these exams, or others. Please provide the information on the additional exams as requested below. Should you have suggestions for other exams to include here, please add those to the list with the appropriate information.

The Commission will request national and state pass rates and any additional information for these examinations, as it is available, from national and state agencies to be used in the report to the General Assembly. These national and state agencies can be found in “A Closer Look.”

NAME OF EXAM	Date Administered	# of Examinees	# of 1 <sup>st</sup> Time Examinees	# of 1 <sup>st</sup> Time Examinees Who Passed	% of 1 <sup>st</sup> Time Examinees Passing
<b>TECHNICAL SECTOR</b>	<b>4/2003– 3/2004</b>				
Accredited Record Technician (ART)					
Aircraft Maintenance – Airframe, General and Powerplant					
Barbering					
Certification Examination For Entry Level Respiratory Therapy Practitioners (CRTT)	4/2003– 3/2004	5	5	3	60%
Certified Dental Assistant					
Certified Medical Assistant Exam.	4/2003– 3/2004				
Certified Occupational Therapist Assistant (COTA)					
Clinical Laboratory Technician, NCA					
Cosmetology Exam					
Emergency Medical Technician - NREMT					
Basic, Intermediate and Paramedic Medical Laboratory Technician, ASCP	4/2003– 3/2004	6	6	6	100%
National Bd. for Dental Hygiene Examination					
National Council Licensure Exam. (NCLEX) - Practical Nurse	4/2003– 3/2004	28	28	25	89.29%
National Council Licensure Exam (NCLEX) – Registered Nurse	4/2003– 3/2004	41	41	40	97.6%
National Physical Therapist Licensing Exam. (PTA)					
Nuclear Medicine Technology Certification Bd. Exam					
Nuclear Medicine Technology, ARRT					
Nurse Aid Competency Evaluation Program (NACEP)	05/2003- 01/2004	13	13	13	100%
Radiography Exam., ARRT	4/2003– 3/2004	5	5	3	60%

Registry Exam. for Advanced Respiratory					
Therapy Practitioners (RRT) – Clinical					
Simulation and Written Registry					
State Board Exam. for Dental Hygiene- SC Board of Dentistry					
Surgical Technologist National Certifying Examination					
Veterinary Technician National Examination					
Veterinary Technician State Exam (Rules & Regulations)					
SRTA Regional Exam. for Dental Hygienists					

**SENIOR INSTITUTIONS APPLICATION, ACCEPTANCE, AND ENROLLMENTS**

**FROM TWO-YEAR INSTITUTIONS**

**FIRST-TIME FALL 2003**

	(1)	(2)	(3)	(4)	(5)	(7)	(8)	(9)	(10)	(11)	(12)
Four-year institution student transfer	Total Applicants	Total # Accepted	Total# Rejected	# Applications Incomplete	Total # students Enrolled	% Applied who enrolled	% Accepted who enrolled	# 2-year students	GPA	# Native Students	GPA
Clemson	5	5	0	0	4	80.00%	80.0%	4	1.34	12425	2.99
College of Charleston	3	2	0	1	2	66.67%	100.0%	2	2.78	6557	2.94
South Carolina State Univ	24	21	0	3	11	45.83%	52.4%	11	2.66	3370	2.45
USC Aiken	19	11	3	5	4	21.05%	36.4%	4	2.0	2373	2.64
USC Cola	25	16	5	4	8	32.00%	50.0%	8	2.6	14301	2.92
USC Spartanburg	5	5	0	0	1	20.0%	20.0%	1		3223	2.61
Winthrop	2	2	0	0	2	100.0%	100.0%	2	1.05	3794	2.83
	83	62	8	13	32						